

## Advanced Placement (AP®) Social Studies Courses

The AP® social studies courses are intended to provide a rigorous college level introduction to the social sciences for high school students. While no official AP® teacher certification is issued by the College Board or by the North Carolina Department of Public Instruction, the College Board recommends that teachers complete an AP® Institute or workshop before teaching an AP® course. Additional information on teacher professional development, recommended texts, the courses, and the AP® exams is available to educators at the College Board website <http://apcentral.collegeboard.com>.

AP® teachers can also join a discussion group with other AP® teachers in their discipline by signing up on AP Central. Students can visit [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) for additional information.

With the permission of the College Board, the North Carolina Department of Public Instruction has created course standards that reflect both the expectations of the College Board and the philosophy and format of the North Carolina Standard Course of Study (SCS). However, these course outlines are not intended to replace the extensive guidelines provided by the College Board in AP course description books (often referred to as the *acorn books*) for each subject.

Since the College Board frequently revises recommended topics and required skills, AP® teachers should obtain and follow the current course description for their courses.

## ADVANCED PLACEMENT WORLD HISTORY

The purpose of the Advanced Placement World History course is to use relevant factual knowledge taken from primary and secondary sources with high-order thinking skills to acquire a greater understanding of the development of global processes, from ancient times to the present day. The course emphasizes the character of change and continuity in world structures and their impacts. Furthermore, this study will evaluate the interchange of major societies in the global community and the results of that interplay. Throughout the duration of this course, the instruction lends itself to chronological periodization as well as thematic perspective.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship and Political Culture, Global Connections and Processes, Technological Influences and Society, Individual Identity and Development, Change and Continuity, Social and Gender Structure, Periodization, Cultural and Intellectual Developments and Diversity, Interpretation of Documents

**COMPETENCY GOAL 1: Historical Themes, Tools, and Practices – The learner will identify, evaluate and use the methods and tools valued by historians, compare the views of historians, and trace the themes of global history.**

### Objectives

- 1.01 Define history and the concepts of cause and effect, time, change and continuity, and perspective across the global historical periods covered in this course.
- 1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and to detect point of view.
- 1.03 Trace the patterns and the impacts of interaction among major societies: trade, war, diplomacy, and international organizations.
- 1.04 Assess the impact of technology and demography on people and the environment including, but not limited to, population growth and decline, disease, manufacturing, migrations, agriculture, and/or weaponry.
- 1.05 Compare major features of social and gender structure within and among societies assessing change in those systems.
- 1.06 Identify cultural and intellectual developments and interactions among and within societies.
- 1.07 Trace changes in functions and structures of states and in attitudes toward states and political identities.

**COMPETENCY GOAL 2: Emerging Civilizations – The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas, c. 8000 BCE to 600 CE.**

### Objectives

- 2.01 Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions in early civilizations.

- 2.02 Trace the development and assess the achievements in the arts, sciences, and technology of early river civilizations, including but not limited to those around the Huang-He (China), Indus (India), Nile (Egypt), and Tigris-Euphrates (Mesopotamia) rivers.
- 2.03 Identify the roots of Greek civilization and recognize its achievements in the arts, sciences, and technology from the Minoan era through the Hellenistic period.
- 2.04 Describe the developments and achievements of Roman civilization in the arts, sciences, and technology, and analyze the significance of the fall of Rome.
- 2.05 Examine the importance of India as a hub of world trade and as a cultural and religious center during the rise and fall of its empirical period.
- 2.06 Assess the distinctive achievements of Chinese civilization in the arts, sciences, and technology.
- 2.07 Describe the rise and achievements in the arts, sciences, and technology of the Byzantine civilization.
- 2.08 Describe the rise and achievements in the arts, sciences, and technology of African civilizations, including, but not limited to, Axum, Ghana, Kush, Mali, Nubia, and Songhai and analyze the reasons for their decline.
- 2.09 Compare the major belief systems prior to 600 CE including, but not limited to, Buddhism, Christianity, Confucianism, Daoism, Hinduism, Judaism, and polytheism.

**COMPETENCY GOAL 3: Emerging Monarchies and Empires – The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems, 600 CE – 1450 CE.**

**Objectives**

- 3.01 Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Moghul Empire, the Mongol Empire, and the Ottoman Empire.
- 3.02 Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.
- 3.03 Assess the interchange of the church and feudalism on the events of the Middle Ages noting their social, political, economic, and cultural impact.
- 3.04 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.

**COMPETENCY GOAL 4: Global Interactions – The learner will investigate the causes and effects of global exploration and development of the resulting global interactions, 1450 – 1750.**

**Objectives**

- 4.01 Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, the Americas, and Asia.

- 4.02 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch in the arts, sciences, and technology including, but not limited to, the Aztecs, Incas, and Mayas.
- 4.03 Cite the effects of European expansion on Africans, Asians, Europeans and the pre-Columbian Americans.
- 4.04 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.
- 4.05 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

**COMPETENCY GOAL 5: Revolution and Nationalism – The learner will assess the causes and effects of movements seeking change, and will evaluate the sources and consequences of nationalism, mid 1450 – mid 1850.**

**Objectives**

- 5.01 Analyze the causes of fifteenth to nineteenth century political revolutions in England, North America, and France and assess the influence on individuals, governing bodies, church-state relations, and diplomacy.
- 5.02 Describe the changes in economies and political control in nineteenth century Africa, Americas, Asia, and Europe.
- 5.03 Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions (e.g., in the Balkans, France, Germany, and Italy).
- 5.04 Trace the developments of the Enlightenment and Scientific Revolution and assess their impact on global trends including, but not limited to, social, political, cultural, intellectual, and economic movements.
- 5.05 Examine the factors that gave rise to the Industrial Revolution in Great Britain, and assess the subsequent global impact of industrialization.

**COMPETENCY GOAL 6: Global Conflicts – The learner will analyze the causes and results of nineteenth and twentieth century conflicts among nations, 1815 – 1945.**

**Objectives**

- 6.01 Analyze the causes and course of World War I and assess its consequences.
- 6.02 Examine the causes and effects of the Russian Revolution and assess its impact on Russia and the global community.
- 6.03 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.
- 6.04 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.

**COMPETENCY GOAL 7: New World Order – The learner will trace the changes in the global world order as a result 20<sup>th</sup> century conflicts.**

**Objectives**

- 7.01 Trace the course of the Cold War and judge its impact on the global community including, but not limited to, the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.

- 7.02 Examine governmental policies and the role of organizations established to maintain peace and judge their continuing effectiveness including, but not limited to, the Kellogg-Briand Pact, the League of Nations, and the United Nations.
- 7.03 Evaluate the causes and effectiveness of twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.
- 7.04 Compare the origins, motives, organization, and lasting effects of women's suffrage movements in western and non-western societies.
- 7.05 Assess patterns of new nationalism and the subsequent problems related to the movement including, but not limited to, genocide, racism, discrimination, the dismantling of the Soviet Union, and the plight of developing countries.